

THE VIRGINIA TEACHER

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EDUCATIONAL COMMENT

THE VIRGINIA FIVE-POINT PROGRAM

The West law, which was passed in 1920, requires that the classroom teacher make the annual physical inspection, at which time apparent physical defects are located, recorded on individual record cards, and a report of the findings sent to the parents on standard slips supplied for that purpose. In the counties which have nurses the individual pupil record cards are referred to and used to guide the nurse in her follow-up work. As corrections are made during the year, they are entered by the teacher on the individual record cards. This facilitates the work of the teacher in making her final report on corrections accomplished during the year.

After a careful study which was carried out during the school year of 1925-26 it seemed advisable that some change be made in the approach for the correctional program.

A great deal of progress had been made in an educational way as well as in accomplishing actual corrections of physical defects, but it was felt that to emphasize the defects had a depressing effect upon the pupils and often interfered in such a way

that the work of the teacher in promoting health education was hindered rather than helped.

A minimum standard for physical fitness was decided upon and approved by the State Board of Health. A child who measured up to standard was normal in the following five points: vision; hearing; teeth; throat; and weight, and was to be known as a "Five-Point" child.

Experimental work was begun in different types of schools in various sections of the State with the result that in the fall of 1926 the program was offered to the State as a whole. 7% of the entire school enrollment reached this minimum standard, thereby becoming Five-Pointers and receiving the State certificates stamped with the State seal and signed by the State Superintendent of Public Instruction and the State Health Commissioner. The next year, 1927-28, 15% of the entire school enrollment were reported as Five-Pointers. Before the presentation of the certificates, whether they be awarded during or at the close of the school year, a careful recheck is made of all of the children who have been designated as Five-Pointers by the teacher. This rechecking is usually done by the nurse or a physician.

The program is recognized as the joint program of the State Board of Education and the State Board of Health. The Department of Education promotes the educational program which is followed up by the service program of the State Department of Health. The general understanding of the service between both departments has meant a great deal in bringing the teachers to a realization that the health education work is their definite responsibility, and the nurses that the health service or follow-up work was distinctly their responsibility.

The program to the present date has been most effective in the elementary schools and in the elementary departments of the large schools. However, since most of the colleges throughout the State are emphasizing

the same program with their students, we have found an increased interest among the high school pupils.

We have reason to believe that this Five-Point program in connection with the pre-school program which is carried on by the State Department of Health is doing much toward adult health education, as many dentists and physicians tell us that more of their patrons are becoming interested in having themselves brought up to a definite physical standard.

ELIOT V. GRAVES

NEW DEGREES IN EDUCATION AT THE JOHNS HOPKINS UNIVERSITY

The Trustees of the Johns Hopkins University, acting upon the recommendation of the Academic Council, have created a new School of Higher Studies in Education and established the two new degrees of Master of Education and Doctor of Education. By this action, the graduate work in the Department of Education becomes, in part, a university unit parallel to the School of Higher Studies of the Faculty of Philosophy. In taking this action the Trustees of the University express their recognition of the distinctive position of public and private schools in present day life, of the institutional need for the specific training of school officers and teachers, and of a more intensive and systematic study of educational problems.

Students admitted to the new school must be graduates from an approved college, or, in exceptional cases, have completed two preliminary years in collegiate work.

Candidacy for either of the degrees is restricted to teachers and school officials with at least three years of approved experience as teachers, supervisors, or administrators.

The formal requirements for the degree of Master of Education include a minimum residence of two academic years in the case

of college graduates and of three academic years in the case of other students, the satisfactory completion of not less than ten courses of two hours per week for a year, and the preparation of an approved essay. College graduates accepted as candidates have the privilege of completing the residence requirements for this degree by attendance at not less than eight sessions of the Summer Courses.

In the case of candidates for the degree of Doctor of Education these requirements include residence of not less than three academic years in the case of college graduates and not less than four academic years in the case of other students, and one year of residence—preferably the last—in this University, the satisfactory completion of such courses in addition to those required for the degree of Master of Education as may be specified by the Department of Education, the passing of required examinations, and of an oral examination before the Advisory Board, and the preparation and publication of a dissertation.

There are no formal requirements as to foreign languages but each candidate shall be expected to have a knowledge of such foreign languages as are necessary to carry on his researches, these being determined by the Department of Education.

The Trustees continued the present arrangement whereby students in Education so desiring may become candidates for the degrees of Doctor of Philosophy and Master of Arts under the Board of University Studies, in accordance with its regulations.

EDUCATIONAL STATISTICS

The United States Commissioner of Education, in his report to the Secretary of the Interior for the fiscal year ended June 30, 1928, gives a brief outline of important movements in the field of public education during the year under consideration, and presents the following statistics, based on data collected by the Bureau of

Education for 1926: In the year 1926 there were 20,984,002 pupils enrolled in public, and 2,143,100 in private elementary schools including kindergartens; 3,786,071 in public, and 346,054 in private secondary schools; 252,907 in public, and 17,209 in private teacher-training institutions; 280,437 in public and 486,704 in private colleges and universities excluding preparatory students. This made a total of 28,296,484 pupils in such schools in the United States. The total number of teachers employed in all types of schools is 977,291. The total cost of maintaining and operating these schools is reported as \$2,744,979,689; and the total value of school property is \$8,125,085,472, which amount includes endowments valued at \$1,061,589,042.

The total cost of public elementary and high schools in 1903 was \$251,457,625; by 1913 this amount had doubled, being \$521,546,375; by 1920 it had doubled again, \$1,036,151,209; and in 1926 again doubled to \$2,026,308,190. This doubling process promises not to continue indefinitely since the increase in expenditures has been slowing down during the past two or three years. The cost per pupil in average daily attendance was \$95.17 in 1924, \$98.45 in 1925, and \$102.05 in 1926. Expenditures per capita of population for these year are \$16.25, \$17.15, and \$17.50.

Although the latest available statistics show a larger increase in the number of pupils enrolled in small high schools than ever before, these increases are as yet not keeping pace with the increases in enrollments in the urban high schools. Either because of inaccessibility or because of the failure of the objectives, materials, or methods of instruction now obtaining in these high schools to meet satisfactorily the needs of rural life, these schools are reaching a relatively small proportion of the rural children. Only 25.7 per cent of the children 15-18 years of age dwelling in rural communities are enrolled in rural high schools; whereas 71.1 per cent of the children of the

same age group in urban communities are found in urban high schools. Thus nearly three times as large a proportion of city children go to high school as rural children. Rural dwellers can not hope to compete advantageously with urban dwellers so long as their educational equipment is so generally inferior.

The junior high school as the immediate unit of centralization, and the senior high school and junior college as a second or third unit are showing growth. The junior high school reorganization as such has not, however, made the rapid progress in rural communities that the advantages offered by it seemed to promise. Thus far only 12 per cent of the rural high schools have reorganized upon this basis, whereas 47.2 per cent of the urban high-school systems have organized on the junior high school plan.

The consolidation movement in rural schools progressed normally during the year. It is estimated that there were more than 3,000,000 children enrolled in approximately 17,000 consolidated schools in the United States during the school year 1927-28. These statistics do not include many rural high schools which transport pupils, and are, therefore, essentially of the consolidated type.

The growth of secondary education, which has been one of the outstanding developments in recent years, continues at almost undiminished rate. At the present time more than one-half of the population of high-school age is in actual high-school attendance. The figures for urban as distinct from rural enrollments reveal greater opportunities of high-school attendance offered to city than to rural youth. It is better than an even chance that the city boy of 14-17 is in high school; by contrast the probabilities were seven to one against his father having opportunities for a high-school education in 1900.

High-school enrollments have more than doubled since 1920. The extension of secondary education to include in its junior

high school some of the grades formerly assigned to elementary schools accounts in some measure for this growth. The larger city school systems are expeditiously placing more and more of their pupils into junior high schools, while the smaller systems are less rapidly but quite consistently also adopting the junior high-school organization. In cities of over 10,000 population between 75,000 and 100,000 pupils are being transferred from elementary schools into junior high schools every year.

One of the significant movements in education during the past few years has been the rapid growth of the platoon or work-study-play plan of school organization in the cities of the country. In 1922, only 33 cities had platoon schools, while in 1928 there are 146 cities in 38 states which have one or more of their schools organized upon the plan, or an increase at the rate of 18 cities a year. Recent reports show that there are over 800 platoon schools in these cities.

INCREASED PREPARATION REQUIRED BY LAW SCHOOLS

Of 176 law schools in the United States and 10 in Canada embraced in the annual review of legal education for the year 1927-28, by the Carnegie Foundation for the Advancement of Teaching, 14 full-time law schools in the United States and 1 full-time school in Canada require for graduation more than five academic years of work beyond high school. In the United States 56 full-time schools require five academic years, and 6 schools require five academic years, and 6 schools require three or more academic years. Part-time schools in the United States requiring three or more academic years number 70, mixed full-time and part-time schools number 20, and 10 schools have a law course requiring less than three academic years for graduation. Of the remaining full-time schools in Canada, four require for graduation five academic years of work beyond secondary school, and five part-time schools require

three or more academic years beyond completion of high school.

VIRGINIA SUMMER SCHOOLS, 1929

Charlottesville: University of Virginia.
First Term—June 17-July 27. Second Term—July 29-August 30.

Blacksburg: Virginia Polytechnic Institute.
First Term—June 13-July 19. Second Term—August 2-September 5.

Farmville: State Teachers College. First Term—June 10-July 20. Second Term—July 20-August 23.

Fredericksburg: State Teachers College.
First Term—June 10-July 20. Second Term—July 20-August 23.

Harrisonburg: State Teachers College.
First Term—June 17-July 26. Second Term—July 27-August 31.

Radford: State Teacher College. First Term—June 10-July 20. Second Term—July 20-August 23.

Williamsburg: William and Mary. First Term—June 17-July 27. Second Term—July 27-August 31.

Emory: Emory and Henry College. June 13-August 17.

Richmond: University of Richmond. June 17-August 16.

Salem: Roanoke College. June 17-August 16.

Other Summer Schools

Columbia University, New York: July 8-August 16.

Duke University, Durham, N. C.: First Term—June 11-July 20. Second Term—July 22-August 29.

George Peabody College for Teachers, Nashville: First Term—June 10-July 19. Second Term—July 20-August 26.

Colorado State Teachers College, Greeley: June 15-August 24.

THREE UNIVERSITIES EMPLOY UNIVERSITY PASTORS

Almost simultaneous announcement is made by three great American universities

of the appointment of a full-time officer to be the responsible head of the religious work of the several institutions. Dr. Robert Russell Wicks has been inaugurated as "dean of religion" of Princeton University, and he will be in charge of the college chapel. His duties include some teaching in connection with the religious work of the university, as well as social and religious contacts with the students. Dr. Charles W. Gilkey is the new "dean of the university chapel" of Chicago University, and has assumed his place in the educational and religious scheme of the university. Handsome gothic chapels have been completed at both Princeton and Chicago, and neither pains nor expense has been spared to make them attractive and worshipful. In Yale University Rev. Elmore McNeill McKee is now full-time "pastor of the university church," and he, too, will minister to the religious life of the students. Battell Chapel has recently been redecorated and refurnished as a part of Yale's building and improvement plan.—*School Life*.

THE PRESIDENT'S PROCLAMATION

By the President of the United States of America

A PROCLAMATION

WHEREAS the future of our nation rests with the children of today; and

WHEREAS the good health and protection of childhood is fundamental to national welfare, and the march forward of our country must be upon the feet of children; and

WHEREAS a joint resolution of Congress authorizes and requests the President of the United States to proclaim annually May First as Child Health Day; now

THEREFORE, I, Herbert Hoover, President of the United States of America, do hereby designate May First, of this year, as Child Health Day and do invite the people of the United States and all agencies

and organizations interested in this most important subject to make every reasonable effort to bring about a nation-wide understanding of the fundamental significance of healthy childhood and of the importance of the conservation of the health and physical vigor of our boys and girls throughout every day of the year.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Seal of the United States to be affixed.

DONE at the city of Washington this twenty-fifth day of March in the year of our Lord one thousand nine hundred and twenty-nine, and of the independence of the United States of America the one hundred and fifty-third.

HERBERT HOOVER,
By the President.

FRANK B. KELLOGG,
Secretary of State.

THINKING IN LIFE

The great event of today is not the airplane, the zeppelin, Edisonian inventions, or radio—marvelous as these seem—but the changed attitude which the masses are coming to have toward thinking as a factor in daily life. Thinking no longer means to the man in the street the verbalistic busy work of the cloister. He sees the fruits of thinking all about him. Many factors have contributed to this change but in the large it has been made possible by the free public school and the consecrated teachers who have sought to pass on the torch from generation to generation to an ever widening group of youth until now the school exists for all.

The school of tomorrow will be better still. It will be supported by a public which knows that the real wealth of nations lies in the health, intelligence, skill, and purpose of the masses. The school of tomorrow will add to this wealth beyond the most eager dreams of today.

We are now in the midst of an education-

al revolution—slow but certain, coming like a mighty tide.—*Journal of the National Education Association.*

THE READING TABLE

PHYSICAL EDUCATION PAGEANTS

THE VISION OF SIR LAUNFAL. (Pageants with a Purpose, Section 210) By Dorothy Clark and Georgia Lyons Unverzagt. New York: A. S. Barnes and Company. 1928. Pp. 16. 50 cents.

THE ANGER OF THE SUN. (Pageants with a Purpose, Section 209) By Marie Drennan. New York: A. S. Barnes and Company. 1928. Pp. 15. 50 cents.

A PORT OF DREAMS. (Pageants with a Purpose, Section 211) By Katherine Linder Chapman. New York: A. S. Barnes and Company. 1928. Pp. 31. \$1.00.

These three pageants are printed in loose-leaf form for the Physical Education Handbook. They are quite different in story, type, development, but all give careful attention to methods of production by amateurs. The first is a pageant in eight episodes based on James Russell Lowell's poem by the same name. It calls for one hundred characters, but the numbers in all three are flexible. Dances are suggested but may be omitted, while the speaking is done principally by "Spirit of Interpretation." The second pageant is based on an old Japanese legend about their gods and goddesses. There is little speaking, the story being carried on by chants without music. There are many dances, with music for each suggested. The cast calls for twelve individual characters and eleven groups. The third is the longest with more of a plot than the other two. The action starts in Russia, is carried across the ocean in the steerage of a liner, and is concluded in the United States. There are three main characters and a number of groups. The music and dances offer great variety and color of costumes, all of which, it is stated, can be made at a cost of forty dollars. There is very little spoken, the action being entirely pantomimic. For anyone whose yearly program includes pageants these three will prove useful.

V. R.

OTHER BOOKS OF INTEREST TO TEACHERS

THE PHYSICAL WELFARE OF THE SCHOOL CHILD. By Charles H. Keene. Boston: Houghton Mifflin Co. 1929. Pp. 505. \$2.40.

Intended especially for use in teacher training institutions from whose students as prospective teachers will come most of the work in health among school children, this textbook aims to give a general concept of all sides of a health and physical development program for the school. Consequently all phases of school life as it deals with the teacher are discussed.

Beginning with the school plant, there is no aspect of the school that is neglected. The importance of physical education and training is stressed and the subject is well and thoroughly discussed.

In regard both to her attitude toward health work and to the important part she takes in a health program the teacher is considered, as is also her health as an individual.

This text is rather unique among health books in that it deals with health from the educational standpoint and makes it one to be considered favorably by those institutions for whose use it is really intended. It is well and carefully written and is modern in all of its viewpoints.

RACHEL F. WEEMS

NATURAL DANCE STUDIES. By Helen Norman Smith. New York: A. S. Barnes and Co. Pp. 62. \$2.00.

Material for natural dancing is constantly in demand where this newly developed phase of the Physical Education program is used. Miss Smith was a pupil at Teachers College, Columbia University of Miss Gertrude Colby who has done such constructive and creative work and who coined the term natural dancing. *Natural Dance Studies* follows Miss Colby's ideas, adding material usable in the elementary school as well as in high school and college. Dramatized nursery rhymes and animal imitations as well as more complicated waltz studies and ecossaise are included.

V. R.

HEALTH AND PHYSICAL EDUCATION: For Elementary Schools. By Alonzo Franklin Myers and Ossian Clinton Bird. Garden City, N. Y.: Doubleday, Doran and Co. 1928. Pp. 342. \$1.50.

The purpose of the authors is to represent a modern program of health and physical education for the elementary schools. The first part consists of materials for health instruction; the later chapters are given over to physical education activities, each classified by grades. Besides an excellent chapter on the playground and equipment, we also find brief chapters on first aid and mental hygiene and the supervised playground. The field which the book endeavors to cover is so large that the value of each part might be questioned.

A. L. J.

BODY MECHANICS AND HEALTH. By Leah C. Thomas. Boston: Houghton Mifflin Company. 1929. Pp. 210.

It is maintained in this book that habits of good body mechanics should be acquired by the child during his grammar grade years, and that they can and should be taught by means of exer-